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TOMORROW'S TARGETS FOR UNIVERSITY ADULT EDUCATION.

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SCIENTIFIC AND TECHNOLOGICAL ADVANCES, THE POPULATION EXPLOSION, INCREASING LEISURE, RISING EDUCATIONAL LEVELS, AND EXPECTATIONS, AND THE GROWING COMPLEXITY OF PUBLIC ISSUES AND OTHER FACETS OF MODERN LIFE HAVE DIRECT IMPLICATIONS FOR UNIVERSITY ADULT EDUCATION. ALTHOUGH THE ADULT EDUCATIONAL ROLE OF LIBERAL ARTS COLLEGES AND JUNIOR COLLEGES WILL, AND MUST, CONTINUE TO INCREASE, UNIVERSITIES MUST PROVIDE LEADERSHIP IN THIS AREA BECAUSE THEY ALONE ARE COMMITTED TO THE IMPROVEMENT OF SOCIETY IN ALL ITS ASPECTS AND HAVE THE PERSONNEL TO CONTRIBUTE SIGNIFICANTLY TO THE TASK. OBJECTIVES MUST INCLUDE, NOT ONLY DOCTORAL AND POST DOCTORAL WORK AND PROFESSIONAL CONTINUING EDUCATION, BUT ALSO THE EXPANSION OF LIBERAL ARTS EDUCATION IN BOTH THE SCIENCES AND THE HUMANITIES, AND PROVISION FOR GROUPS (NOTABLY WOMEN AND RETIRED PERSONS) WHO HAVE NOT BEEN PART OF THE REGULAR CLIENTELE OF UNIVERSITY ADULT PROGRAMS. (THIS SPEECH WAS PRESENTED AT THE TENTH ANNUAL SEMINAR ON LEADERSHIP IN UNIVERSITY ADULT EDUCATION, MICHIGAN STATE UNIVERSITY, 1967.) (LY)

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The 10th Annual Seminar On

LEADERSHIP IN UNIVERSITY ADULT EDUCATION

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NOTE:

Copies of the addresses given by Dr. Barnett Rosenberg, Dr. Robert Green and Dr. Hideya Kumata were not available to the producers of this Proceedings, because of the informal nature of their remarks.

TOMORROW'S TARGETS FOR UNIVERSITY ADULT EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

Dr. Francis H. Horn
President
University of Rhode Island

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I am honored to have been invited to keynote this tenth annual seminar on "Leadership in University Adult Education." I note the foresight of the Planning Committee in the selection of Bill Tolley's quotation for this morning's session. Perhaps we can't "quick freeze the present," but someone surely tried to. In the decade since the seminar began, it has acquired a solid reputation as a highly stimulating and useful conference. The Planning Committee has arranged an excellent program for this year's seminar, and I'm sure you participants will return to your campuses with batteries recharged to tackle the many problems you are facing in your own operations, albeit, I suspect, somewhat troubled by the magnitude of the job.

Certainly, I am troubled as I contemplate the task ahead in adult education. I am on the seminar program, I assume, because I am one of those all too rare university presidents who are understanding of and sympathetic to the adult education activities of their institutions. But I am more than that. I am one of very few presidents with experience as the administrator of an adult education program, since for four years I was dean of the Evening College at The Johns Hopkins University. I remain an adult educator at heart, and to some extent in practice, since last year I taught a seminar in the evening in which all the students but one were part-timers.

In retrospect, it seems to me that I got more fun and satisfaction out of administering an adult education program than I have found in my other administrative jobs since. I think this was due partly to the fact that leaders in university adult education have to be crusaders; they must have a deep personal commitment to their activities and objectives, which is seldom equalled by their fellow workers in the academic vineyard. Thus, there is a special excitement about devoting one's talents and energies to adult education.

Of course, as you all know, administering an adult education program has its frustrations and disappointments. I remember an article I published about fifteen years ago in the Adult Education Journal entitled, "The Lament of a Discouraged Adult Educator." It expressed my unhappiness at the lack of success I was having in promoting courses in international relations, an area that I still believe to be the most important single curriculum concern for adult education. Try as I might to package the courses attractively and to promote them imaginatively, they wouldn't sell. It's the continuing problem you all face in marketing adult education opportunities between what your customers need and what they'll buy.

I am troubled about my assignment in keynoting this seminar, and this lack of success in promoting what I consider to be one of the major responsibilities of adult education in comparison with the popularity of the so-called bread-and-butter courses, is one of the reasons. I am to some

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extent uncertain in my thinking about what the targets for tomorrow's adult education programs should be. The underlying problem, I believe, is between what today's society requires of university adult education and what is feasible or possible of accomplishment. The result, therefore, is considerable uncertainty about tomorrow's targets themselves, let alone about the chances of our hitting them. I'm not sure that the artist who drew the design for the program had this in mind, but I believe the design is quite appropriate, indeed symbolic of our problem. It's a confusing design, with all the earmarks of an optical illusion. There is no clear-cut center. A rifle sharpshooter, or a dart-thrower, would have difficulty finding the bullseye. This may be deliberate because tomorrow's targets for university adult education are not clearly perceived. It is possible that after hearing the many addresses at this seminar, ranging from the role of communication in education to psychological and religious considerations for the adult educator, you will be even more puzzled. But you will surely be forced to think pretty hard about your role as adult educators and how you can develop more effective leadership in adult education within your university.

Let me begin by objecting to the use of the term "adult education." It presents major semantic difficulties. To me the term has always had the broadest connotation--meaning the part-time education of men and women past the age of twenty-one or twenty-two, carried on in some formal way, as distinct from their independent activities of reading, radio-listening and TV viewing, occasional attendance at lectures, etc. I recognize the complication in the definition resulting from older adolescents who undertake part-time education immediately or after a slight interval following high school. There is also the complication resulting from the full-time attendance of adults in special programs of various durations.

But to many, the term "adult education" is more restrictive. Dean Ernest McMahon of Rutgers University College, defines it as 'that part of the evening college which does not offer a repetition or reasonable facsimile of the regular day courses. The adult education courses do not carry college credit and are especially designed to meet specific needs or to satisfy special interests." Adult educators like California's Paul Sheats take an even more restrictive view, narrowing it to group-directed activities aimed at accomplishing "reasoned social change." Adult education, according to his definition, "has been and must continue to be a peoples' movement, with its major focus in the local community and with its primary goal that of strengthening and improving the democratic process of group problem solving."

I am opposed to considering 'adult education" so narrowly. I prefer to include in my concept of adult education the individual studying for a master's degree or a certificate in business or engineering after working hours just as I include the individual participating in a Great Books or World Politics discussion group, or taking a single course in Modern Art or Comparative Religions, with or without credit. Because of the confusion, I prefer using the term "continuing education," or at the very least, 'education for adults" rather than "adult education." Nevertheless, I shall use this term throughout these remarks, which, in any case, are based upon the broadest possible connotation for the term.

This seminar is concerned with "university adult education." Obviously, many agencies other than universities are engaged in adult education. If the figure I have seen quoted for the number of Americans involved in some form of adult education, fifty million, has any validity, the universities are carrying only a small percentage of the total adult education enterprise. But they are shouldering the major share of adult education provided by institutions of higher education. Some of more than 700 two-year colleges, and the number is increasing rapidly, especially the community junior colleges, have extensive programs of adult education which will continue to expand. It is likely, moreover, that almost all two-year colleges will enter to some extent into the adult education field.

Even more significant is the beginning of concern on the part of the liberal arts colleges, which traditionally have paid little attention to adult education, even when located in communities without other institutions of higher education. I have read recently of a small denominational college which has established a "College of Continuing Education." An adult-educator friend of mine comments that there was "no evidence that this institution, its administration or its faculty had any external pressures beating down on them to become involved in programs of continuing education....a driving force or a burning spirit had evolved. The comfortable life at that institution could not continue when there were so many things to be done." I predict that before this Michigan State seminar completes its second decade of existence, almost every institution of higher education in the nation will be engaged to some degree in adult education. It cannot be otherwise when the need is so great. But the universities will continue to play the major role in adult education because of the number of persons involved, the variety of programs offered, the size and competence of their faculty resources to staff not only their own programs but those of other agencies as well, and finally, because it is the universities which turn out the experts in every field including specially trained administrators for programs of adult education. What I say about the targets for tomorrow's adult education programs, will have relevance to all institutions of higher education, but apply most directly to university adult education.

The universities must also provide the leadership in meeting tomorrow's needs for adult education because they alone, of all the types of higher institutions, are committed to the improvement of society in all its aspects, indeed the only type that has the personnel resources to contribute significantly to the task. The announcement of this seminar suggested I would pose the question "Is the university....a cloister or society's laboratory?" The question needs explanation.

Universities have never been monastic institutions. They began in the Middle Ages in opposition to the monastic schools and for very practical reasons. Rashdall, the great authority on the medieval university, makes it perfectly clear that the universities, except Salerno, which was founded to produce medical doctors, were established to provide the trained lawyers and administrators needed by church and state. Alfred North Whitehead has written that "At no time have universities been restricted to pure abstract learning." And in this country, the earliest colleges beginning with Harvard, the forerunners of today's universities, were established to provide trained ministers for the church.

Except for their purposes, however, which were little related to the learning that characterized the monastic communities, and for the very active involvement of students in town and gown controversy, universities have not until fairly recent times, indeed, only in the last twenty-five years, become, in effect, society's laboratory where all the complex problems of a rapidly changing world are put under the microscope. Increasingly, moreover, the universities are being called upon to lead us out of the social, economic, and political wilderness which our modern technology has created. The universities--but not the liberal arts colleges--have long since come down from whatever kind of an ivory tower they traditionally inhabited and have set up business right in the market place.

It should be noted that the traditions of public service to agriculture in land-grant colleges through their extension divisions established the precedent for new concepts of more widespread public service, as did the provision of adult education opportunities to individuals outside the regular student clientele. Half a century ago. President Van Hise of Wisconsin proclaimed the doctrine that the state university would serve every segment of the state's population and that the campus of the university extended to the borders of the state. Today those borders have been extended for some universities to almost every corner of the globe. Michigan State, our host university, has had perhaps the most far-flung geographical outreach of any large university today, although University of California President Clark Kerr, in 1962, spoke of projects California was running at a hundred locations, involving fifty nations.

Dr. Kerr has been perhaps the most insistent spokesman for the service role of universities. In these same Godkin lectures, at Harvard, he stated that "The university as producer, wholesaler, and retailer of knowledge cannot escape service....The campus and society are undergoing a somewhat reluctant and cautious merger, already advanced....the boundaries of the university are stretched to embrace all of society....The university has become a prime instrument of national purpose."

A few voices have been raised in academia against this total involvement in the problems of society. In a recent volume which I commend to you--The Contemporary University: USA, Vice President Frederic Heimberger of Ohio State warns against universities doing everything the public demands by way of continuing education. President Allen Wallis of the University of Rochester, in another chapter, protests vigorously against the concept of public service as advocated by Kerr. President James Perkins of Cornell and President Homer Babbidge of Connecticut have in other contexts warned against the growing involvement of the universities in service functions.

While voices of caution are needed, I see no turning back upon such involvement. The President of the United States has proclaimed the policy from which the univiersities have no retreat--nor should they wish to, in my opinion. In his 1965 education message to Congress he indicated that the nation needed "to draw upon the unique and invaluable resources of our great universities to deal with national problems of poverty and community development." In discussing the new urban programs, he wrote that our urban communities are "confronted by problems of poverty, residential

blight, polluted air and water, inadequate mass transportation and health services, strained human relations and overburdened municipal services. Our great universities have the skills and knowledge to match these mountainous problems." I note in yesterday's paper, incidentally, that Wayne State faculty have been involved, in conjunction with Constantine Doxiadis and his associates, the "world's foremost planning experts," according to the article, in planning a new megalopolis in the Detroit area. Dr. Doxiadis is an adjunct professor at the University of Rhode Island, I am proud to say--thus demonstrating how the universities must enlist the services of experts outside the campus, just as society must call upon the experts on university faculties.

In his message on International Education, President Johnson has made it clear that the universities are not only to be in the battle for a better life for all American citizens, but must be in the front ranks of the troops building the Great Society the world over.

The President was anticipated by the Morrill Report of the Ford Foundation's Committee on the University and World Affairs which, in 1960, declared that universities "have the responsibility, in the best university tradition, to make a contribution which no other institution can: to enlarge our horizons as a free society, to help educate the leaders and help build the educational foundations of the newer nations, and to cooperate with educational institutions in other nations in order to create a free international society."

In the light of these responsibilities laid upon our universities by the highest of government authority, the discharging of which is likely to be made more palatable by vast federal financial largesse, I see little chance for universities to draw back from their new role as the agent of social change and technological advancement. Personally, I rejoice that for the first time in history there is such recognition of the crucial importance of our institutions of higher education. The task may actually be too big for us. We may well be overwhelmed by the immensity and number of obligations being thrust upon us. But there is no other agency to assume the burden.

Every problem in society today requires expert advice, and the experts are in the colleges and universities. Those which are not there, have been trained in the universities. To me, therefore, the task of higher education, especially of the universities, is nothing less than the salvation of society. Whitehead has pointed up the issue in the quotation in your program: "In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed....there will be no appeal from the judgment which will be pronounced on the uneducated." Fifty years ago, H.G. Wells put it differently. "Human history," he wrote, "becomes more and more a race between education and catastrophe."

The target of the universities, therefore, should be clear. It is to provide education to the populace necessary to avoid catastrophe. The task is twofold in nature, as Whitehead's statement implies: first, to produce trained intelligence, and second, to value it. The latter, it seems to me, does not mean that all we need to do is to turn out highly competent specialists in a thousand and one areas, whose expertise will be recognized--valued--by the rest of the population and who in turn will

let the experts make the decisions for them. No democratic society can continue to exist under such a division of responsibility. In addition to developing trained, i.e., specialized intelligence, we must increasingly develop general intelligence. Civilization can truly advance only if we have an informed citizenry, with sufficient rationality to make the right decisions in an increasingly complex and frustrating world.

There is no doubt that we are producing the specialized knowledge needed by today's society, not only in the area of the natural sciences but also in the area of the social sciences. In the area of the humanities and the fine arts, I am considerably less certain of the quality of our output. In these areas there may be no such thing as "expertise." But to me much of the current creative achievement of poets and novelists, artists and musicians is largely sterile and undistinguished, if not downright fraudulent and decadent. Even much current writing in philosophy and religion seems equally lacking in real significance. I may be a Twentieth Century Yahoo, but I find little in today's achievements in the humanities and fine arts either to compare with man's achievements in these areas in the past or to equal man's remarkable accomplishments in our time in the area of the natural and social sciences. But certainly in these latter areas, and in their applied fields of medicine, engineering, business, etc., we are producing the necessary trained intelligence which could, if matched by somewhat comparable general intelligence, insure the salvation of the world, that is, bring about a peaceful world, free of the age old scourges of disease, illness, poverty, and ignorance. This is within our grasp if we only have the common sense and the good will to bring it about. We all, I am sure, long for an existence closer to our heart's desire, a world in which, I would hope, we approached the old Chinese ideal that under the heavens, there is one family, within the four seas, all men are brothers. I would hope, too, that in such a world, if society were affluent as is our present-day society in America, it would not be the slick, sleazy, irresponsible, amoral, if indeed not immoral, society we have today. But that is a topic for another address on another occasion.

The important point for our consideration today is that rather than improving the level of man's general intelligence, it seems to be on the decline. Perhaps I should recognize that the individual's innate intelligence is not subject to great improvement, although we now acknowledge that as measured in the past, intelligence is subject in individual cases to positive improvement. What I'm getting at, rather, is the failure, seemingly to employ the general intelligence which men in the mass possess. Indeed, as Harvard Professor Howard Mumford Jones pointed out in a brilliant essay published fifteen years ago, there is a loss of faith in general intelligence, which he defines as "The undifferentiated intelligence of men, their capacity for bringing forth and recognizing value in ideas other than those specific to technology, science, and the arts." He wrote that this tendency is in direct contrast with the hope of the Nineteenth Century that man's rationality and the exercise of his rational powers would bring about a better world. "This is an age," he wrote, "which is proud of machines that think and suspicious of any man who tries to."

I am not quite so pessimistic, although signs of man's irrationality are evident on every hand, from the war in Vietnam, and the attempt to reorganize, not just Adam Clayton Powell, but Congress itself, to on the

academic front, efforts to modify the traditional liberal arts curriculum or the language requirements for the Ph.D. If I were not so accustomed to expect irrationality in politics, I might cite as an example a personal experience only last week, when I made an abortive attempt to secure the Democratic nomination for the Congressional seat vacated by the death of John E. Fogarty, who had such a brilliant record of achievement in support of national goals in health, education, and welfare. In spite of a general consensus, even among the other candidates, that I possessed the best qualifications, and of the support of our two able Rhode Island Senators, the nomination, or at least the party endorsement, as a primary is looming, went to a young lawyer, largely unknown in the state, but who was organized to the teeth with campaign badges six inches in diameter, straw hats with his name on the band, worn by pretty girls and numerous supporters, a substantial claque to applaud every vote cast orally for him in the party convention, and other gimmicks characteristic of political campaigning in America. We Rhode Islanders shall soon enter the campaign where the ability to shake hands at 7:00 a.m. at factory gates and to charm an audience on TV, and the extents of the funds behind the candidate, rather than ability or issues, may well determine the outcome. Political campaigns are usually the perfect example of our irrationality. They point also, it seems to me, to the role of adult education in bringing more rationality, more wisdom, into the affairs of men, and as a result, into the affairs of nations. And if greater wisdom is not achieved in such affairs, the world is doomed just as surely as if someone triggers the bomb that sets off World War III and threatens the annihilation of our civilization if not of man himself.

Which brings me now, after perhaps an overlong though I insist relevant introduction, to the specific targets of university adult education. I have, in effect, indicated that the task of all of education, but especially higher education, is the salvation of society. Let me now examine the conditions of contemporary society which have special implication for adult education and then suggest the specific targets at which university adult education must aim as its responsibility in this task.

The most important single development in our post-World War II period is the expansion, or more properly, the explosion of knowledge. In the sciences, our knowledge is doubling every ten years, but in every field our knowledge is growing in amounts unprecedented in history. Bertrand Russell in his essary "The Impact of Science on Society," wrote: "Man has existed for about a million years. He has possessed writing for about six thousand years, agriculture somewhat longer. Science, as a dominant factor in determining the beliefs of educated men, has existed for about three hundred years; as a source of economic techniques, for about one hundred and fifty years. When we consider how recently it has risen to power, we find ourselves forced to believe that we are at the very beginning of its work in transforming human life."

Some of the scientific breakthrough on the horizon will be discussed by Professor Augenstein on Wednesday. There appears to be no doubt that the new scientific frontiers lie in the biological and psychological areas, and such new knowledge may have even profounder effects on man and his environment than the spectacular advances in recent decades in the physical sciences. Certainly, there now seem to be almost no limits to the achievements of the human mind, and even the boldest of clairvoyants cannot predict where this new knowledge will lead us.

But there are two results of this explosion of knowledge that are evident to even the least imaginative of people, results which everyone has experienced personally in recent years. The first is change--change at a more rapid rate and on a more extensive scale than any people have ever experienced before. The second is the growing complexity of life. I suppose life in previous periods was never quite so simple and uncomplicated as we imagine it to have been; yet never before in history has the involvement of the individual citizen in the affairs of society been so deep or so sustained as today.

Let me point out some of the changes that are occuring which have direct implications for programs of adult education. Consider the area of occupations. As a result of automation and other improvements in technology, jobs are becoming obsolete or disappearing completely, not only at the unskilled or semi-skilled areas, but even in areas requiring a great deal of skill and training. At the same time new occupations are developing, along with the new products and new services they are designed to provide. Dr. Jean Paul Mather, formerly president of the University of Massachusetts and now director of Philadelphia's University Science Center, predicts that in 1975, "seventy-five per cent of our labor force will be providing goods and services that have not yet been developed." It has been predicted that in ten years half the jobs for which we are preparing our students in college will have disappeared. The need for constant upgrading of occupational skills and for retraining of individuals for new jobs, even at the highest levels--the law and medicine, for example, or engineering and management-is evident.

Another product of the explosion of knowledge and advances in science and technology that has significant implications for adult education is the continuing improvement in health, resulting in lower mortality and longer life. Even the great killers like cancer and heart disease will eventually be licked. The outcome, as you all know, is the population explosion, both in the United States and around the world. In my opinion, the population problem is, after the more immediate problem of avoiding nuclear war and the consequent possibility of man's annihilation, the most crucial problem facing the world today.

The control of population has important implications for adult education, but the more direct concern from improved health springs from the increasing life span. The medical experts tell us that for children now being born, living to a century will become normal. Even today's golden agers have the prospect of living well beyond the Biblical three score and ten years. The percentage of elderly in our total population is increasing and will continue to do so. Complicating the situation is the fact of earlier retirement. Retirement age is moving from 65 to 60 and undoubtedly for many will eventually be reduced to 55. The hope of a second job after retirement is a cruel hoax to hold out to the aging. It will be achieved at most by only a small per cent of retirees and eventually for these few retirement must be faced again. It is inevitable that many, probably most persons will eventually live longer in retirement than in active employment.

Significant implications for adult education result from another major change in our manner of living created by the explosion of knowledge and the new technology--that of greater leisure for a majority of our population--though apparently not for you and me, let me hasten to add. But the

40-hour week which is now standard for most people is giving way to a 35-hour week, as it has for state employees in Rhode Island. This will gradually be reduced further to 32 or 30 hours and in twenty-five years may well be lowered to the 24 or 25 hours already attained by electrical workers in New York City.

Another condition of modern life with great implications for adult education is the shrinking of the globe because of instantaneous communication and more rapid means of transportation. Whereas the transistor radio is now available for every man's pocket, in time a TV set will be as small and as ubiquitous. A British firm is already in production on a TV set one inch square. The advances in coverage because of satellite transmission will bring the entire world visually to every man's doorstep. Cheaper and more high speed travel will likewise contribute to a first-hand knowledge of the world impossible to even the greatest of world travellers in the past. The result inevitably must be the creation and acceptance of one world in which each man is literally his brother's keeper.

Another result of all these changes is the increasing complexity of modern life. The effect is felt in both group and individual living. It is becoming increasingly difficult for one to discharge effectively and intelligently his responsibilities as a citizen. What should be his position on civil rights at home or our involvement in Vietnam abroad? The complexity of the issues, especially against the background of a growing feeling of impotence on the part of the individual in a world increasingly dominated by bigness--big government, big business, big labor, big everything--produces apathy, puzzlement, frustration, anger, indeed all kinds of disturbing reactions.

This complexity, one way or another, affects almost every individual. Especially when the traditional moral and religious foundations of our society are eroding or tottering, as is everywhere apparent, does the individual seek for new meanings for himself and new security for his life. The undergraduate's search for identity which lies behind so much of today's student unrest is typical of the problem of the complexity of life; the fact that half our hospital beds are occupied by mental patients is a measure of the magnitude of the problem.

Let me cite one final point about today's society, at least in the United States, with special meaning for leaders of adult education. This is the ever increasing educational level of our population. I would hold that in the past, the great bulk of university adult education activity, as I have defined adult education, lay in serving high school graduates who had not "gone to college." A substantial portion of the adult education activities of other agencies, including the public schools, has been literacy training, especially for the foreign born, and opportunities for individuals with only an eighth-grade schooling to obtain a high school education. Not only is the potential market for such adult needs almost at the vanishing point, but also the amount of strictly undergraduate training provided through university adult programs is decreasing, although it will never completely disappear. The time is not far off when for all practical purposes, our young people will all be high school graduates. Currently, 50 per cent of high school graduates go on to school. Within ten years, as two-year community colleges play the role the high schools played fifty years ago, the figure should go up to 75 per cent. Obviously

not all will graduate, so even without the occupational retraining and upgrading that will be required through university programs for adults, there will be a substantial demand for traditional undergraduate education.

But in terms of levels of instruction, the big expansion will come at the graduate level. I need not remind you that at our most prestigious undergraduate schools, as many as four out of five graduates go on to graduate or professional schools. I should estimate that at a university like Michigan State, it's approaching one out of three. Assuredly, the leadership of university adult education must take this fact into account in determining their individual targets for tomorrow's programs.

Let me recapitulate briefly what I have said about the circumstances of contemporary society which must condition the specific programs of adult education each administrator must work out at his own university. It is a society in which the continuing discovery of new knowledge will produce rapid and extensive change in almost every sphere of man's activity. Such change will be felt particularly in the world of work, with the need constantly accelerating for the upgrading of current jobs and retraining for new jobs. Because of improved health conditions and more sophisticated technology, there will be a vastly enlarged population both in this country and abroad, with individuals living longer, retiring earlier, and enjoying greater leisure throughout life than any people have every known before. Improved means of communication and easy travel will so shrink the globe that each individual's horizons are expanded until literally he becomes a citizen of a world-wide "community," with his welfare and his destiny affected by events happening anywhere on earth. The speed and extent of change coupled with the growth of a world community influenced by and increasingly dependent upon its diverse elements, has produced a complexity of individual and group living experienced by no earlier generation. This complexity forces a more intensive search for appropriate decisions regarding the common problems facing the responsible citizen and for personally satisfying answers to his search for individual identity in a mass world and for meaning to his existence in what often appears to be a meaningless world. Given these conditions, unless I am mistaken, the individual will turn increasingly to programs of university adult education for help.

So what does one say about tomorrow's targets for such programs? To what extent can university adult education contribute to the over-all responsibility of education, especially higher education, for saving the world? This assumes, of course, as I do throughout these remarks, that we are somehow going to avoid World War III, with its nuclear holocaust, a goal, incidentally, to which adult education may have much to contribute.

It assumes, moreover, that given the kind of a rapidly changing world in which we all live, the concept of lifelong learning, from the cradle to the grave, is not only a valid but an attainable objective. The concept suggests the extent of the responsibility of adult education. Even if formal schooling is dropped to the age of three in nursery school, as it must be eventually, and extended to the age of twenty-five, as it may very well be for most individuals (I'm an advocate, incidentally, of a five-year undergraduate curriculum), the potential period for an individual's adult education would be almost three times that of formal schooling--approximately sixty years, from age 25 to age 85. For many individuals, interest in adult education might continue to an even older age.

The first target leaders of adult education must consider, therefore, is a logistical one--adult education for whom and in what numbers? If my thesis is correct, every adult is a potential participant in adult education programs. Few individuals will be regulars--enrolling in some kind of program year after year; although we all have experience of such students and their number can be expected to increase. But, there is a real possibility that a substantial proportion of our adult population will from time to time want to avail themselves of opportunities offered by our universities. Once more, I would comment that obviously the whole load of adult education cannot be carried by the universities, nor even by all the institutions of higher education. But for reasons I have suggested, universities will, I believe, carry a greater share of it than in the past.

Certain special groups which currently account for very little of our load, will make much heavier demands upon us in the future. The greatest increase, in my opinion, will come from the aging and the aged. The key to a successful and happy retirement, to satisfying later years, is education, always assuming, of course, adequate economic security for the retiree. Not all the Sun Cities in Florida, Arizona, and California, or all the "fun activities" they so assiduously cultivate, can provide meaningfully for the long years of retirement that loom ahead for most people. The golden ager must learn to center his life on cultural and intellectual interest, to develop genuine pleasure in learning. It is a process that can begin in earliest grades, and a solid foundation should--though seldom is-be built in college. If the individual can be attracted or pushed into adult education activities during the middle years of life, the habit of continuing them after retirement will be stronger. But I am persuaded that even those adults who have neglected opportunities available to them in middle life will eventually in great numbers demand adult education services of us.

At the University of Rhode Island, students over 65 are admitted to classes for which they are qualified and in which they are interested, provided there is room to accommodate them, without payment of tuition. I look for a much more widespread application of this privilege in the future, with a consequent substantial increase in the numbers of our adult students.

A second group requiring special consideration includes women who have never gone to college or who having started did not graduate. The American disease of degreeitis affects them as it does their husbands or their brothers. They may need the protection of a saleable skill for full- or part-time work, but in any case they will not settle for second-class status in a world where a college degree is a mark of such status. In addition, many women who do not work, have the time and the interest for cultural and intellectual activities which are fostered by university adult education programs, and have a sense of responsibility toward their civic and political duties which leads them into adult education.

I look especially for a major increase in full-time programs at the college level for adult women. We inaugurated such a program last year with over 300 students, of whom 80 per cent continued this year, and more than 300 new students enrolled again last fall. Surely such programs will become a staple of university adult education.

The third special group for which opportunities are currently being provided, I believe in only one or two universities, is workers on sabbatical leave. The first such program, of three-months duration, was inaugurated at Indiana University for steelworkers. This fringe benefit for labor will eventually be commonplace. It has been predicted that in ten, fifteen, or twenty years, ten per cent of the nation's working force will be on some kind of sabbatical leave for continuing education. A few enlightened corporations have had similar full-time study programs for their executives. I look for a substantial increase in such programs.

Tomorrow's targets for university adult education must include provisions for these groups who heretofore have not been part of the staple clientele of our programs. If our institutions are to meet the demand, however, they will need to modify a number of their traditional concepts and practices. The adult programs will have to be conducted during the day as well as at night. Women and especially the older segments of the population are not likely to come to our evening classes.

We will have to change the attitude, moreover, that holds that adult education is a part-time activity. Increasingly, our students will be in our programs on a full-time basis, from periods of a few days to the full academic year. Greater flexibility and freedom will be necessary to conduct programs which meet the needs of adult students, even when they do not fit into the neat traditions of the academic community.

Let me now examine the nature of the new programs of adult education. What targets are we to aim at in terms of the content of the program rather than of the logistical considerations of whom we are serving. I suppose the most controversial problem concerns the matter of credit versus non-credit offerings. My definition of adult education includes both. Both are a necessary part of any really effective program of education for adults in the universities. So far as I can predict, credit work leading to degrees, although many students in credit courses are not interested in degrees, will continue to be a significant part of university programs for adults. However, as I have implied, I look for a shift in emphasis from undergraduate to graduate work. For the next twenty years, I see serving part-time students working for their master's degrees, in all areas represented in the universities' curriculum, from accounting to zoology, as the heart of the credit program. There will continue to be great numbers of students working toward their undergraduate degrees, but proportionately, the numbers working for their advanced degrees will increase substantially.

Of course, work toward the doctorate will also increase. I am convinced, as a matter of fact, that soon American higher education will have to introduce a degree representing achievement beyond the doctorate. There are a lot more post-doctoral students today than there were doctoral candidates half a century ago. Soon the Ph.D. will not be enough. I don't know what a new degree will be called, but possibly something like Diplomate, as the term is used in medicine.

Doctoral and post-doctoral work on a part-time basis has seldom been considered "adult education." But as I have defined the term, such study is properly included. I am not concerned, incidentally, where such work is administratively housed within the university. As I see the future, the lines between the day colleges and the adult education division, by

whatever name it is known, University College, Extension Division, College of Continuing Education, etc., will become more blurred. Most universities are admitting part-time students and full-time students of all ages to their traditional daytime programs. Parents, occasionally even grandparents, now receive their diplomas with their children or grandchildren.

It may disturb some of you to have me express indifference to the administrative organization of adult education within the university. But to me, the important consideration is to insure that every university recognizes its obligation for the education for adults, conducts programs that will meet the needs of adults, and plans the program administratively where it will be most effective.

The final question in connection with the nature of the program concerns the false dichotomy of vocational and general or liberal education. Obviously, any university attempting to meet the needs of adults will be engaged in occupational training, whether for businessmen or public administrators, for doctors or lawyers. I have stressed the importance of occupational upgrading or re-training. I am not thinking of such vocational training conducted at the high school or technical institute level, although I do not exclude it from university concern if no other more appropriate agency can conduct it. But I am thinking, for example, of the programs for retooling professional engineers whose training has become obsolescent. Perhaps the most successful education of such nature conducted by the universities has been in the field of professional education. For example, practically the entire body of teachers of mathematics has had to be reoriented to the "new mathematics."

One of the most significant developments of this nature is the growth of continuing education programs for lawyers. Permanent state continuing legal organizations have grown from two in 1958 to thirty in 1966, some of them operating in conjunction with the Extension Divisions of their state universities. Undoubtedly, there will be more of such cooperation in the future, just as there is in such fields as banking, insurance, salesmanship, office management, and numerous other areas. There can be no doubt that the universities, which alone have the specialists in every field of learning, must continue to provide educational programs to enable adults to hold or improve their occupational and economic position.

But the more challenging target for tomorrow's adult education lies outside the vocational field. In its broadest sense, it is what we call liberal education for adults. I take considerable pride in the fact that I was one of the three evening college deans that over fifteen years ago made the initial proposal to the Fund for Adult Education which resulted in the establishment of The Center for the Study of Liberal Education for Adults, which has contributed so substantially over the years to the recognition of the importance of liberal programs for adults.

If society is to be saved from destruction either by a nuclear war or by its own internal decay, it will be because we have developed greater wisdom in the affairs of men and of nations, based upon an informed citizenry exercising their rational powers in the decision-making process. It is in helping adults to become better informed about the world, themselves, and their fellowmen, and in sharpening their powers of critical analysis, clear thinking, and sound decision-making that universities can make

their greatest contribution through their adult education programs. This they will do through both general and specialized courses in what we regard as the traditional arts and sciences.

I have a feeling that in a technological society like ours, more attention than is given at present needs to be given to courses in the natural sciences. Too much of our work in science in adult education programs is designed merely to meet a science degree requirement. Special efforts should be made to translate the results of scientific research into meaningful understanding by the average citizen.

Study of the social sciences is imperative for an understanding of the issues every citizen is asked to consider, indeed to an appreciation of the articles on the front page of his daily newspaper. In this respect, I believe the area of international understanding, whether through courses in history, literature, economics, geography, or political science, is perhaps the one single area that deserves our greatest attention.

Finally, in an age of anxiety like ours, when almost everyone is searching for some meaning to his life and in himself, and when he has more leisure to devote to such seeking and the resultant worrying, more work in the humanities and the fine arts is imperative. Life in our time can be lived in health and in security, free from some of the fears that plagued our forebears and that still threaten over half the world's population. But life if it is to be truly meaningful, must be lived richly and usefully, and to this end the humanities and the fine arts have much to contribute.

In any case, you leaders in university adult education, and those like me who are in positions to provide support for what you are trying to do, must recognize the importance of the task you have ahead of you. We in the universities have the major burden of an expanding and more pervasive adult education. The responsibility cannot be shifted to other agencies or shrugged off as not relevant to the other instructional programs of higher education. Twenty years ago, the President's Commission on Higher Education wrote that "colleges and universities do not recognize adult education as their potentially greatest service to democratic society. It is pushed aside as something quite extraneous to the real business of the university....The colleges and universities should elevate adult education to a position of equal importance with any other of their functions."

Two decades of cold war, with two very hot wars in Korea and Southeast Asia, a missile crisis in Cuba, and the exercise of a dangerous brinkmanship in general; a continuing bitter struggle over civil rights that could erupt into bloody civil strife; little success in licking the problems of poverty, crime, and urban blight; evidence of increasing moral decay and mental disease--all these suggest that with these crucial problems crying for solution, it is time for us to heed the Commission's warning about the importance of adult education. Expanded opportunities and improved programs in adult education may not save the world, but I am convinced the world will not be saved without a much greater effort in adult education. If H. G. Wells was correct--and I, for one, believe that he was--the race between education and catastrophe can be won only at the adult level.

So perhaps tomorrow's target is clear--at least in general terms: greatly expanded and more effective programs of adult education, especially in universities. How to hit the bullseye, indeed, how to determine if there is a bullseye, may be like our artist's design on the program, confusing. But with so much dependent upon what is done in adult education, it is encumbent upon us all who have any responsibility for such education, to devote all our talents and energies to the task. I trust that each of you participating in this seminar will return to your universities with renewed dedication to the importance of your adult education program to the improvement of society and to its ultimate salvation.

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